

Humberside Engineering Training Association

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Engineering and manufacturing technologies

Description of the provider

1. Humberside Engineering Training Association Ltd (HETA) was formed in 1967 as a group training association providing training to engineering companies in the Humber area and the East Riding of Yorkshire. It is a company limited by guarantee with a board of directors from local employers. HETA has two training centres. Its head office is located in the Kingston-upon-Hull (Hull) training centre, with the second training centre based in Stallingborough. The learners are employed by member companies, many of which are large international businesses in the ports, chemical, oil and food processing sectors. The other companies are engaged in fabrication, machining and electrical engineering.
2. HETA has a contract with the Humber Learning and Skills Council to provide work-based learning. It has 257 advanced apprentices in engineering. The programme lasts for four years. Off-the-job training takes place in the two training centres. On-the-job training is provided by the employers. HETA also offers commercial training to companies, which comprises 12% of the association's business.
3. Hull has some of the most deprived wards in the country. The proportion of the population of Hull who are economically inactive is 7.3% compared with 5.6% in the Yorkshire and the Humber region and 5.4% in Great Britain. The proportion of the population in the community from minority ethnic groups is 4%.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Engineering and manufacturing technologies	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of the provision is good. Achievement and standards, the quality of the provision and leadership and management are all good. Equality of opportunity is satisfactory. Engineering and manufacturing technologies is good.
5. Learners acquire a high level of vocational skills in the training centres and in the workplace. Many of them achieve high-level qualifications that exceed the requirements of the advanced apprenticeship framework. Resources are good in the training centres and in the workplace. Off-the-job training is well managed. The arrangements for the recruitment of learners and for their pastoral support during the programme are particularly strong. HETA has good strategic direction.

Capacity to improve

Good: Grade 2

6. HETA has a good capacity to improve. Its leadership and strategic direction are strong, providing a sustainable foundation for learning and a good approach to quality improvement. Improvements are carefully considered before they are implemented. To continue improvements to learning, long-term plans for changes to programmes and facilities have been developed. HETA has built good employer partnerships. The system of teaching observation is sound and forms a good basis for further improvements.
7. The self-assessment procedure is good and includes all those involved in the learning process. Feedback from learners and employers is routinely collected and used to form judgements. The self-assessment report is broadly accurate in its key findings. HETA has a mature approach to grading its provision. The grades are accurate and it correctly assessed its grade for equal opportunities as satisfactory, which is lower than the grade awarded at the previous inspection. Since the previous inspection some areas for improvement, such as quality improvement and assessment, have not yet been fully rectified. HETA continues to address these in its improvement plans.

Key strengths

- Good acquisition of vocational and safe working skills
- Good achievement of additional qualifications
- Good engineering resources

- Well-planned and managed off-the-job training
- Highly effective recruitment of learners
- Particularly effective employer engagement
- Good pastoral support
- Good strategic direction
- Good initiatives for promoting engineering

Key areas for improvement

- Insufficient assessment in the workplace
- Insufficient participation by female learners

Main findings

Achievement and standards

Good: Grade 2

8. Achievements and standards are good. Learners develop particularly good vocational skills in the workplace and many demonstrate very high levels of technical ability. Some

third-year learners in one company are designing and constructing test and calibration rigs for training and assessing the competence of operators. Many learners are given early responsibility in the workplace and quickly become fully integrated with teams. They are recognised as competent technicians capable of working well.

9. Learners acquire a wide range of additional qualifications, in many cases well above the advanced apprenticeship framework requirement. Many learners on maintenance engineering programmes obtain higher national certificates and some progress to first-degree courses.
10. Learners acquire high standards of health and safety awareness which they apply effectively in the workplace. Employers are impressed by learners' mature approach to workplace health and safety.
11. Success rates for learners are satisfactory for all groups of learners, as the self-assessment report identifies. They have declined from a high level in 2004/05 to 69% in 2006/07 which is still well above the national average. The average success rate over the previous three years is 74%. Of the 90 apprentices who left their programme in 2006/07, 80% had completed their advanced apprenticeship.

Quality of provision

Good: Grade 2

12. Learners at both of HETA's training centres use good engineering resources for practical training. During their first year of off-the-job training, learners cover a wide range of practical engineering tasks including fitting, machining, pipefitting, mechanical repair, sheet metal, fabrication, welding, electrical installation, hydraulics, pneumatics, instrumentation and process plant. The quality of the teaching is satisfactory. Lessons take place in new, well-equipped rooms with specialist facilities and electronic learning materials. Key skills are taught well. During their first year, learners gather evidence for key skills at a week-long residential outdoor training course, which the learners find very valuable. Practical resources in companies are of a high standard. Many learners work with leading-edge technologies.
13. Off-the-job training is well planned and managed. Learners' progress is effectively monitored during their first year. Good use is made of electronic portfolios and electronic log books. The progress of learners on each unit is monitored weekly. A review of the effectiveness of the training takes place when a unit is completed. The outcomes of the review are implemented immediately. Key employability skills of learners are monitored closely during the early stages of the training. Employers are kept informed of their learner's progress. Assessment is good, frequent and particularly thorough.
14. Progress review meetings take place every six weeks once the learner is in the workplace. Progress towards the targets agreed at the previous review is closely monitored at the meetings. The progress on all elements of the framework is monitored. Some employers have their own assessors on site. Extensive use is also made of witness testimony. Employers are fully involved in the review meetings. Learners' understanding of equal opportunities is checked and further developed at each review. Knowledge of the advanced apprenticeship framework by learners and employers is very good.

15. The recruitment process at HETA is highly structured and effective, as the self-assessment report identifies. It covers a period of four months and is in six stages, starting with the completion of an application form. Applicants with appropriate predicted grades are invited to attend a series of events covering spatial awareness and mechanical reasoning tests, completion of a vocational practical assessment and a behavioural workshop. Subsequent interviews confirm the learners' preferred areas of study. This is followed by discussions with potential employers and the learners' parents to assess learners' commitment to the programme. Employers recognise the effectiveness of the recruitment process, especially the success in matching the learner to the most appropriate employer.
16. The involvement of employers by HETA is particularly effective. HETA has links with over 80 companies. An employer council meets regularly to discuss new training initiatives and to provide feedback on existing programmes. The close involvement with local companies ensures that apprentice provision at HETA accurately reflects local industries' requirements. Learners' success is celebrated regularly in the presence of employers and parents.
17. Pastoral support at HETA is particularly good. Any additional literacy and numeracy or other support needs identified at initial assessment are quickly resolved with an appropriate action plan. Information advice and guidance is effective during the programme as well as at the recruitment stage. A confidential pastoral support service offered by an external specialist is available and is frequently used. The approach is highly success-oriented with a strong element of personal motivation support. HETA has been successful in placing learners into another company when their employer can no longer continue to employ them.
18. Direct observation by qualified assessors of learners in the workplace is insufficient. Staff make frequent visits to review progress but do not often use the visits as an opportunity to assess learners doing their job. Assessors rely too much on witness testimony. In the case of one employer a few learners have been working towards their level 3 NVQ for more than a year without being visited by HETA staff.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory Grade: Satisfactory: Grade 3

19. Strategic direction at HETA is good, as the self-assessment report identifies. Senior managers, in close consultation with the board, ensure that learning programmes effectively meet the needs of learners and employers in the region. Financial management is good with continuous investment in facilities and resources. Long-term planning is a particular strength. The company has built strong partnerships with key employers and other providers. Management information is used well to monitor performance of the business. Quality improvement is satisfactory overall. HETA takes a long-term approach and improvement strategies are sustained and successful. In some areas, such as assessment, the pace of change is slow.
20. HETA's management of programmes and resources is highly effective. Learners and employers have benefited significantly from innovative improvements to programmes

since the previous inspection. The company now provides all off-the-job training on its own premises. The first year of the apprenticeship is particularly well-managed. Improvements have been made to work-based learning and assessment. Facilities and equipment are continuously updated. HETA has substantially increased the number of employers engaged with programmes. Staff, employers and managers communicate effectively to support learners. Staff development and appraisal is satisfactory. Staff are regularly appraised and engage with a wide range of development activities which improves the learning.

21. HETA's use of data is satisfactory. A broad range of data is effectively collected and analysed to monitor programmes. The company recently introduced a comprehensive set of key performance measures. HETA effectively uses data to promote achievement. Some inconsistency in the use of achievement data is evident in the self-assessment report and quality improvement plan.
22. The procedures for safeguarding learners meet current government requirements. Strategies for literacy and numeracy support are adequate. Learners receive additional tutor support when their progress is a concern. Procedures for initial assessment and learning plans include arrangements for identifying and meeting any additional needs related to key skills. This year, level 2 learners and staff have participated in workshops covering a range of welfare topics. HETA's management of health and safety is particularly good.
23. Quality assurance was an area for improvement in previous inspections. In its self-assessment report for 2007, HETA identifies it again as a weakness. The company has extended its range of quality procedures for the administration of programmes. Teaching observations programmes are extensive. These are detailed and promote improvement through feedback to tutors. Other learning activities, such as progress reviews, are not observed.
24. Overall, equality of opportunity is satisfactory. Learners' understanding of equal opportunities is good and is reinforced throughout the programme. The company engages with a wide range of initiatives to promote engineering careers. HETA works in close partnership with other organisations such as schools, colleges and specialist organisations to attract more under-represented people into engineering. It recognises in its self-assessment report that learners with a disability and female learners are under-represented. The company has run a number of successful projects to give local school students an opportunity to try out engineering. Staff have a good awareness of equality and diversity matters. HETA's equal opportunities policies were updated in 2007 and are satisfactory.
25. Females are under-represented on programmes. Eleven applications from women were received in 2007 although none were recruited. The company has analysed data related to these applications. The use of targets for managing actions directed towards better diversity of participation is insufficient. HETA does not have a written plan for increasing participation by under-represented groups.

What learners like:

- High standards set by HETA
- HETA is very well organised
- Great outdoor residential team-building programme
- The atmosphere of mutual respect between trainers and apprentices
- 'HETA has given me a good start to my career'
- 'You do the theory, then the practical. It all fits together and makes sense'

What learners think could improve:

- More training in instrumentation
- 'The second year wasn't as well organised as the first year'

Annex

Learners' achievements

Success rates on **work-based learning apprenticeship programmes** managed by the provider **2005 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	04/05	overall	55	87	51	85	38
		timely	45	65	30	65	22
	05/06	overall	64	81	57	78	50
		timely	74	49	37	47	32
	06/07	overall	95	70	65	69	60
		timely	88	35	46	35	42

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'